

DIVERSITY AND RESPECT: A SOCIAL STUDIES RESOURCE TOOLKIT

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Tool Kit Theme

Theme: This tool kit has been created to introduce diversity and respect within the classroom as part of the Social Studies Curriculum. Throughout the creation of this toolkit, various activities and resources have been selected to promote awareness of our differences as members of society. This theme was chosen because it is important to teach students positive ways to accept and respect each other's similarities and differences as we are all unique in our own ways. We also believe that it is important for our students to understand that there are many ways on how we can be different. They should be aware that not everyone eat, play, share, dress, and live similarly.

Grade: Two

Objectives: Students will be able to accept both similarities and differences of other members in their communities and identify how members can work together in order to promote diversity. Students will be encouraged to respect others in society and how members may be unique from themselves.

Unit 2—Technology and Community

2.2.1: Students will be expected to describe how people contribute to making a change in communities

2.2.3 Students will predict ways their community might change in the future and how they might contribute to that future.

(New Brunswick Department of Education, 2005, p. 113)

Art-Based Lesson Plan

Lesson Title: Diversity in Our World

Lesson Topic: Diversity and respect, and how we are all different

Objectives: This lesson allows students to understand how they can contribute to making changes in their world by showing the importance of diversity to their classmates and the rest of the school. Students will create a world where they can express themselves as a unique individual by drawing themselves and writing words on the earth globe that might describe how we are different from one another. This lesson will address visual arts outcomes and the following You and Your World Outcome: 2.2.1: *Students will be expected to describe how people contribute to making change in communities* (New Brunswick Department of Education, 2005, p. 113).

Materials:

- PowerPoint on diversity and respect (projected on the Smart Board)
- The printouts of human silhouette
- Big globe image made with a big sheet of paper
- Markers and crayons
- Scissors
- Tape

Procedure:

1. Begin with a PowerPoint on diversity (what is diversity? Uniformity vs. diversity, different types of families, what is important? Are there specific toys for boys and girls? What are girl and boy colors? etc.)
2. Next, students will think-pair-share on things and ways they might be different from others. They will also share on how they can contribute to making changes in their community in relation to making people feel like it is okay to be themselves no matter their differences and similarities.
3. Students will each be given a human silhouette that they will be able to color. This human silhouette will have to represent them.
4. Once their human silhouette is completed, each student will contribute to the making of the earth globe. Each student will write two words (one in green and one in blue) related to diversity and respect. The teacher could write some vocabulary on the board for students to use or refer to (such as tall, small, skin color, glasses, anxiety, sporty, musical, ethnicity, gender, etc.)
5. Afterwards, students will be invited to share their human silhouette and both words they have chosen to write on the earth globe as well as a reason why they are different from other classmates.
6. Once the human silhouette and the earth globe are completed, the art project will be assembled in the hallway for the school to see.

Assessment:

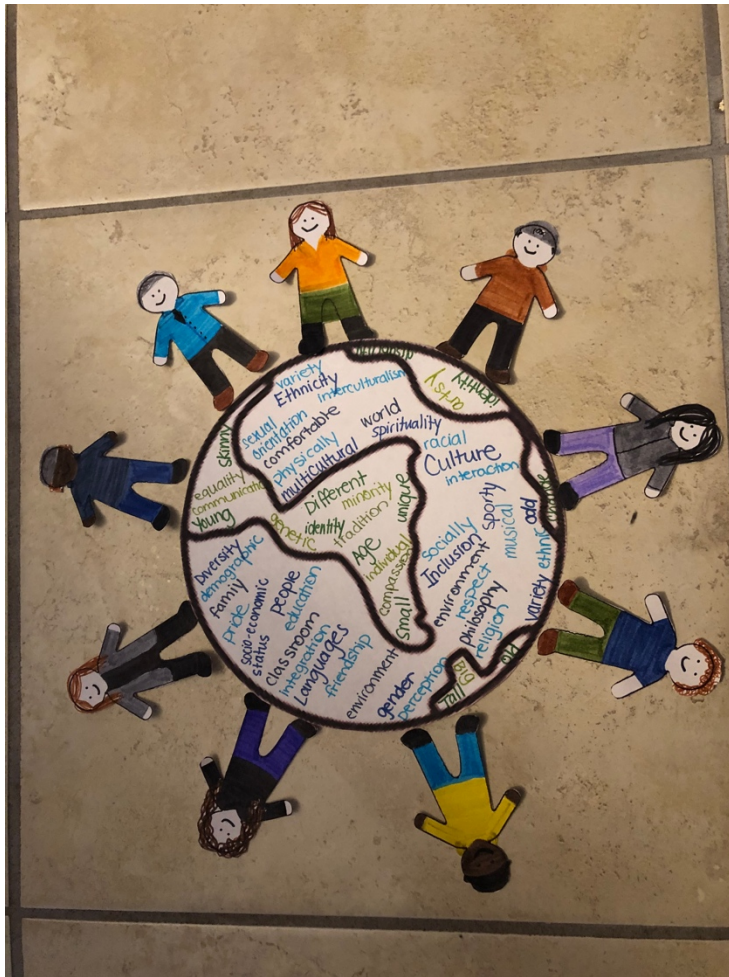
Were students able to represent themselves (similarities and differences)?

Were students able to recognize their differences amongst others in the community?

Were students able to understand diversity and how respect is an integral part in accepting others?

The teacher can also assess students by asking other questions and having a group discussion after the PowerPoint presentation.

Example:



Storybooks

Although there is a variety of books to choose from, we opted for more general books instead of books related to a specific topic (LGBTQ+ community, languages, ethnicity, cultures, etc.).

1. **Happy in Our Skin by Fran Manushkin** is a storybook about belonging to your community no matter your multicultural background. It gives a positive message about the value of diversity, not only with our different skin colour but different characteristics such as kids with glasses or kids in wheelchairs.
2. **Why am I me? by Paige Britt, Sean Qualls and Selina Alko** is about two characters who are asking themselves the same questions but has no idea the answer to it. They wonder why they are who they are or who they would be if they were someone else. It invites readers to imagine a world where there are no you or me, only us.
3. **Be Who You Are by Todd Parr** is a book on the acceptance of oneself. The story explains that no matter who you are, what you look like or where you are from, we should just be ourselves and not worry about changing ourselves for anyone else.

Additional Resources

Sam's Story—<https://www.youtube.com/watch?v=OyZPIId4VVnM>

<https://gendercreativekids.ca/?s=sam>

<https://mashable.com/2017/06/27/transgender-doll-sam-kickstarter/>

Sam's story is a powerful short movie that shows what is like to grow up transgender. Sam is born as a little girl. As time goes by, Sam realizes that she is uncomfortable in her own skin. She wants to become a boy. It is not always easy for families to accept but we can make a difference by teaching our students that it is okay to be different. The mission of the "You inside" project is to educate youth about gender identity issues. As a teacher, you could easily talk about the website and have a group discussion. Furthermore, Gender Creative Kids Canada created "the world's first educational transgender toy," the Sam Doll, which can be used in schools as a gender identity awareness tool for discussions in the classroom. These links above could initiate a class discussion as well as an activity on how students feel in their own body.

In a Heartbeat—<https://www.youtube.com/watch?v=2REkk9SCRn0>

In a Heartbeat is an animated short film by Beth David and Esteban Bravo which shares the story of "closeted boy" who "runs the risk of being outed by his own heart after it pops out of his chest to chase down the boy of his dreams". It is surprising how grade two students are willing and ready to have conversations about homosexuality or the LGBTQ+ community. Having conversations with our students will show them that their teachers are at least accepting of them if their family or their outside environment is not. A simple conversation can prove to the classroom that their school can be considered a "safe space." This might be used in the classroom to encourage students to reflect and be a lot more open-minded or open-hearted especially if they are not able to have these kinds of conversations at home. The teacher could initiate a written subject on respecting others no matter whom they might love.

Love Has No Labels—<https://www.youtube.com/watch?v=PnDgZuGihHs>

This video called *Love Has No Labels* has been created with the intention of making people realize that we should all be treated respectfully. Nowadays we make judgments about people based on what we see—whether it is race, age, gender, religion, sexuality, or disability. This video could be shown in the classroom in order to put emphasis on diversity and inclusion to make our students realize that no matter our differences we are all humans to be respected. After watching the video, students could be asked to identify a number of issues they see in their everyday environment or at school. They could come up with solutions or ways in which they could contribute in making changes concerning the discrimination there is in our society.

Kid’s Health—What is Diversity?

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=2345>

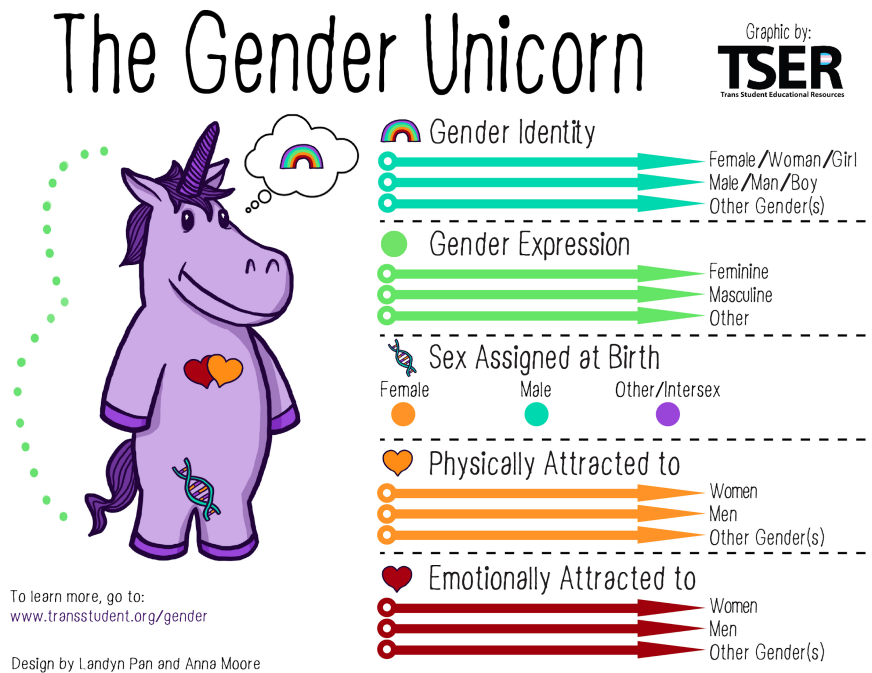
This website is very kid-friendly and has many different topics. Under the topic “Your School” we can find information on diversity. In relation to the question, “What Is Diversity?” children can find the answers to these following questions: what does diversity look like? Where can we find it? How does diversity happen? What’s great about diversity? What can be not so great about diversity? What are the stereotypes linked to diversity? The website has many images that can help children have a visual of what diversity is. After going through the website in the diversity section, we could have a class discussion about each topic related to diversity and give examples of what we now know. Since the website has images of what diversity looks like in each topic, the students could finish this lesson by drawing what diversity means to them.

Teaching For Diversity <http://teach4diversity.ca/resources/>

The goal of this website is to give resources, information and strategies to teachers to help teach about diversity in the classroom. This website focuses on ethnic and cultural diversity and

gives an overview of diversity in Canada. Our society is becoming more visibly diverse. Additionally, teaching diversity means we need to introduce students to different cultures as well as teach differences meaningfully and productively. This website has many resources for teachers related to multicultural children’s literature. Teachers could use these tools to give more specific information to students for a better understanding of diversity. On the website, a list of books to use related to diversity is provided. They could read these together and have a discussion or even do an activity related to the books.

The Gender Unicorn:



The Gender Unicorn was created by Trans Student Educational Resources (TSER) in 2014. Many schools, colleges and universities are using it as a tool to describe and explain the spectrum of gender and sexuality. Unfortunately, transphobia is more frequent in school. You could use that in your classroom to introduce the subject in an original and interesting way. However, many

teachers concentrate themselves on the teaching of the following sections: ‘gender identity,’ ‘gender expression,’ and ‘sex assigned at birth’ because they are easier to understand at the grade 2 level. There are many kids who have family support at home, but there are *some* students that do not have any support at all. Above all, that is why it is important to create a ‘safe place’ in school where students can be themselves without any judgment.

More information on LGBTQ+ topics for teachers can be found on the TSER website such as resources and templates: <http://www.transstudent.org/workshops>

Final Project

Title of Unit: Change in Community

Curriculum Area: You and Your World—Technology and Community

Objectives: This project will allow students to portray themselves in their own unique individual self. They will also be able to share how they can contribute to making changes in their world by showing the importance of diversity related to what was learned during the unit. Students will create a portfolio-style work where they can showcase themselves. This lesson will address language arts outcomes and the following You and Your World Outcome:

2.2.1: Students will be expected to describe how people contribute to making a change in communities

2.2.3 Students will predict ways their community might change in the future and how they might contribute to that future.

Materials:

- ‘Who Am I’ template
- Pencil, crayons and markers
- Mirrors

Procedure:

1. Begin by doing a review of what they learned about diversity as well as answer questions they might still have on the subject.
2. Next, show an example of the class to present the ‘Who Am I?’ template.
3. Additionally, a revision of the information on the template will be made in order for the teacher to clarify the vocabulary that students might not understand on the sheet.
4. Remind learners about the resources they have in class (word wall created during the unit, dictionaries, etc.) and provide them with the necessary materials.
5. Once they are ready, students will complete the ‘Who Am I?’ template and draw their portrait by using a mirror. They will recreate what they see in the mirror.
6. Finally, once each student has completed their ‘Who am I?’ template, learners will share what they have written in their portfolio in order for the classroom to compare each other and understand how different each of them can be.

Follow-Up: These projects will be kept until the end of the school year. During the last week of class, students will receive their ‘Who Am I?’ template and will share with their classmates how they might have changed or how their interests might have changed throughout the month.

References:

New Brunswick Curriculum:

New Brunswick Department of Education. (2005). *You and Your World Curriculum Kindergarten- Grade 2*. Retrieved on February 24th:
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/YouandYourWorldK-2.pdf>

Art-Based Lesson Plan:

https://www.nicepng.com/ourpic/u2q8e6r5e6u2e6q8_free-human-outline-png-template-of-a-boy/

<https://www.shutterstock.com/search/earth+outline>

Storybooks:

Britt, P., Qualls, S. and Alko, S. (2017). *Why Am I Me?* Scholastic Inc.

Manushkin, F. (2015). *Happy in Our Skin*. Candlewick Press.

Parr, T. (2016). *Be Who You Are*. Little, Brown Books for Young Readers.

Additional Resources:

The You Inside/ Au Coeur de toi. (2017). *Sam's Story*. Retrieved from

<https://www.youtube.com/watch?v=OyZPIId4VVnM>

In a Heartbeat Animated Short Film. (2017). *In a Heartbeat Animated Short Film*. Retrieved

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Teaching for Diversity. *Teaching For Diversity*. Retrieved from

<http://teach4diversity.ca/resources/>

Trans Student Educational Resources. (2020). *The Gender Unicorn*. Retrieved from

<http://www.transstudent.org/gender>

Who Am I?

My name :

My age :

My height :

My ethnicity :

The color of my hair:

The color of my eyes:

The color of my skin:

My portrait :

Activities I like :

- _____
- _____
- _____
- _____
- _____

My family members (who live at home with me)

- _____
- _____
- _____
- _____
- _____

My goals and dreams :

How am I different from others?

How could we make changes in relation to acceptance, respect and diversity? How can we contribute to our community in order to make people feel like they are part of our society?

Do you think diversity will be accepted more in the future?
